NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ATLANTIC CITY	School: Chelsea Heights School
Chief School Administrator: SHERRY YAHN	Address: 4101 Filbert Ave Atlantic City NJ
Chief School Administrator's E-mail: syahn@acboe.org	Grade Levels: Pre K-8
Title I Contact: Joseph Beaman	Principal: Kenneth M. Flood
Title I Contact E-mail: jbeaman@acboe.org	Principal's E-mail: kflood@acboe.org
Title I Contact Phone Number: 609-343-7200	Principal's Phone Number: 609-343-7272

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____ _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Kenneth M. Flood	School Staff-Administrator	X	X	X	
Tracey Singer-Allen	School Staff-Administrator	X	X	X	
Kathryn Johnson	School Staff-Intermediate Literacy	X	X	X	
Kelley Schaffer	School Staff-Primary Literacy	X	X	X	
Cara Surace	School Staff-First Grade Teacher	X	X	X	
Susan Wright	School Staff-Eighth Grade Teacher	X	X	X	
Martin Ruiz	Safety Officer	X	X	X	
	Community-Parent	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 23, 2014	Principal's Conference Room	Comprehensive Needs Assessment	*Yes*		*Yes*	
October 15, 2014	Principal's Conference Room	Schoolwide Plan Development	*Yes*		*Yes*	
January 13, 2015	Principal's Conference Room	Program Evaluation	*Yes*		*Yes*	
April 20, 2015	Principal's Conference Room	Program Evaluation	*Yes*		*Yes*	

*Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Chelsea Heights Elementary School has formed a partnership with the community to promote excellence in education in a safe and nurturing environment. Collectively, we foster and envision children who are in the process of developing creative thinking, problem solving, respectful of individual differences with high ethical standards. We envisage our students being fully participating citizens and leaders in the twenty-first century by producing successful, competent leaders.	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The program was implemented as planned.

2. What were the strengths of the implementation process?

   The strength of the program was the strong implementation of differentiated instruction as well as providing students with appropriate levels of instruction, which allowed room for students to progress to the next level. Another strength was the use of data to drive instruction. The district has developed an intense system to collect data, which has enhanced teachers' ability to assess students' deficiencies as well as growth. The After School Program was extended by adding additional days and hours which enhanced the student's reading and math skills. We also implemented professional development for the PARCC and its administration.

3. What implementation challenges and barriers did the school encounter?

   One barrier was the transition of students during the year from schools within and outside of the district. We also experienced language barriers where parents were not able to dialogue with their child or staff. The movement and reassignment of teachers and students due to loss of instructional space was challenging but also allowed for the staff to come together with creative

solutions. The transition from the NJ ASK to the PARCC presented challenges in the area of technology, but, again, our staff worked together to minimalize possible conflicts.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Professional development was an excellent source for keeping teachers focused and driven. Most of the professional development provided best practices and strategies in ELA, Math and technology that challenged the students as well as the teachers. Additional meetings were held for data analysis and student achievement, as well as professional training in PARCC testing. The highly qualified staff worked diligently to fulfill the academic as wells social needs of the students. The strong Parent Association Committee also played a part in providing support to the academic program of the school.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   Stakeholders were provided with the necessary data and goals needed to motivate students to become life long learners. They were given the opportunity to share and give input and diligently work towards achieving them. Parents and community respect the schools national achievements and strive to help us pursue the goals by implementing activities that motivate the students to become high achievers. We held a highly attended PARCC informational meeting for parents through our Parent Association Committee.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The staff embraced the necessary changes and collaborated to build a community of learners. The School Climate Inventory shows that the degree of teacher enthusiasm, attitude towards school, and instructional experience had increased compared to the previous year.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The Chelsea Heights parents reported a high satisfaction in curriculum and instruction, academic achievement, quality of teaching and access to teachers on the Parent Satisfaction Survey. The community diligently supported the school though articulation meetings and created ideas to motive students to become high achievers. School-wide events encouraged parent and community participation.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The methods varied. Students were given instruction in small groups, individualized, whole group instruction as well as one on one.

9. How did the school structure the interventions?

The interventions were structured in varied ways such as: conferencing with students individually, in class support; pull outs according to students' needs, as well as differentiated instruction. They were also structured using Gradual Release of Responsibility model, 5E Model and Literacy Collaborative framework.

10. How frequently did students receive instructional interventions?

Students received interventions on a daily basis during the regular school day and after school program.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program?

The technologies utilized were: Laptops, Ladibug, Chrome Books, Response System (clickers), Mimio, Teen Biz and online resources such as Compass and Fast Math. We also used online PARCC practice tests for both Performance Based Assessment and End of Year Assessment.

12. Did the technology contribute to the success of the program and, if so, how?

Yes, the use of technology increased student ability to develop the skills necessary to become 21st Century Learners and provide differentiated instruction. Students are capable of independently designing multi-media presentations as well as using the Internet to conduct research. Use of technology enables students to be better prepared for the upcoming PARCC Test.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten			Small group intervention, Leveled Literacy Intervention (LLI), ESL	
Grade 1			Reading Recovery, LLI, ESL, Special Education, small group intervention	
Grade 2			ESL, LLI, Special Education, Small group instruction	
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	LLI, Reading Recovery, Small Group, Basic Skills, ESL, Special Educ.	Yes	Test scores, district wide-benchmarks, classroom assessments	District Benchmark Results Scholastic Reading Inventory Results
Math	Students with Disabilities	Basic Skills, Small-Group, Tutoring, Special Educ.	Yes	Test scores, district wide benchmarks, NJASK	District Benchmark Results
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	LLI, Reading Recovery, Small Group, Basic Skills, ESL, Special Educ.	Yes	Test scores, district wide-benchmarks, classroom assessments	District Benchmark Results Scholastic Reading Inventory Results
Math	ELLs	Basic Skills, Small-Group, Tutoring, Special Educ.	Yes	Test scores, district wide benchmarks, NJASK	District Benchmark Results
ELA	Economically Disadvantaged	LLI, Reading Recovery, Small Group, Basic Skills, ESL, Special Educ.	Yes	Test scores, district wide-benchmarks, classroom assessments	District Benchmark Results Scholastic Reading Inventory Results
Math	Economically Disadvantaged	Basic Skills, Small-Group, Tutoring, Special Educ.	Yes	Test scores, district wide benchmarks, NJASK	District Benchmark Results

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All students	LLI, Reading Recovery, Small Group, Basic Skills, ESL, Special Educ.	Yes	Test scores, district wide-benchmarks, classroom assessments	District Benchmark Results Scholastic Reading Inventory Results
Math	All students	Basic Skills, Small-Group, Tutoring, Special Educ.	Yes	Test scores, district wide benchmarks, NJASK	District Benchmark Results

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Program " Summer School	Yes	District Benchmark Reports SRI Reports	District Benchmark Results Scholastic Reading Inventory Results Classroom assessments
Math	Students with Disabilities	After School Program " Summer School	Yes	District Benchmark Reports	District Benchmark Results Classroom assessments
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	After School Program " Summer School	Yes	District Benchmark Reports SRI Reports	District Benchmark Results Scholastic Reading Inventory Results Classroom assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	After School Program " Summer School	Yes	District Benchmark Reports	District Benchmark Results Classroom assessments
ELA	Economically Disadvantaged	After School Program " Summer School	Yes	District Benchmark Reports SRI Reports	District Benchmark Results Scholastic Reading Inventory Results Classroom assessments
Math	Economically Disadvantaged	After School Program " Summer School	Yes	District Benchmark Reports	District Benchmark Results Classroom assessments
ELA	All students	LLI, Reading Recovery, Small Group, Basic Skills, ESL, Special Educ.	Yes	Test scores, district wide-benchmarks, classroom assessments	District Benchmark Results Scholastic Reading Inventory Results
Math	All students	Basic Skills, Small-Group, Tutoring, Special Educ.	Yes	Test scores, district wide benchmarks, NJASK	District Benchmark Results

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Ongoing Professional Development ELA PARCC Training	Yes	Evidence in student achievement, benchmark testing, SRI results, teachers' Lesson plans	Average Overall Growth demonstrated on district test and SRI results. Staff Survey Results
Math	Students with Disabilities	Ongoing Professional Development PARCC Training	Yes	Evidence in student achievement, benchmark testing, Teachers' lesson plans	Average Overall Growth demonstrated on district test results. Staff Survey Results
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Ongoing Professional Development ELA PARCC Training	Yes	Evidence in student achievement, benchmark testing, SRI results, teachers' Lesson plans	Average Overall Growth demonstrated on district test and SRI results. Staff Survey Results
Math	ELLs	Ongoing Professional Development PARCC Training	Yes	Evidence in student achievement, benchmark testing, Teachers' lesson plans	Average Overall Growth demonstrated on district test results. Staff Survey Results
ELA	Economically Disadvantaged	Ongoing Professional Development ELA PARCC Training	Yes	Evidence in student achievement, benchmark testing, SRI results, teachers' Lesson plans	Average Overall Growth demonstrated on district test and SRI results. Staff Survey Results

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	Ongoing Professional Development PARCC Training	Yes	Evidence in student achievement, benchmark testing, Teachers' lesson plans	Average Overall Growth demonstrated on district test results. Staff Survey Results
ELA	All students	Ongoing Professional Development ELA PARCC Training	Yes	Evidence in student achievement, benchmark testing, SRI results, teachers' Lesson plans	Average Overall Growth demonstrated on district test and SRI results. Staff Survey Results
Math	All students	Ongoing Professional Development PARCC Training	Yes	Evidence in student achievement, benchmark testing, Teachers' lesson plans	Average Overall Growth demonstrated on district test results. Staff Survey Results

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.
Math	Students with Disabilities	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.
Math	ELLs	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.
ELA	Economically Disadvantaged	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.
Math	Economically Disadvantaged	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All students	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.
Math	All students	Back to School Night Parent Teacher Conferences Breakfast With Teachers Parent Advisory Council (PAC)	Yes	Sign-In Sheets	Programs were well attended by parents at each grade level. Increased parent participation to events provided by the PAC.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	District Benchmarks, SRI, Accelerated Reader	Increase in district benchmark results; Increased SRI scores.
Academic Achievement - Writing	District Benchmarks	Increase in district benchmark results
Academic Achievement - Mathematics	District Benchmarks	Increase in district benchmark results
Family and Community Engagement	Attendance Sheets, Surveys	Increased attendance at school events
Professional Development	Attendance Sheets, Surveys	PD well attended; positive survey results.
Leadership	Parent Surveys, Staff Surveys	Positive survey results.
School Climate and Culture	Attendance Sheets, Surveys	School events well attended. Positive survey results.
School-Based Youth Services	Student Surveys, Parent Surveys	Positive survey results.
Students with Disabilities	District Benchmarks	Increase in district benchmark results
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	District Benchmarks	Increase in district benchmark results
Economically Disadvantaged	District Benchmarks	Increase in district benchmark results

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The process of collecting, reviewing and gathering information from all of the stakeholders pertinent to the needs assessment of our school involve the following: Administrative meetings, faculty meetings, grade-level meetings, school improvement committee meetings, Leadership Team Meetings, PAC, test results, ELA and Mathematics portfolios, M&E surveys (staff, parents and students), student evaluations, administrative walk through(s), professional development plan and I&RS.

2. What process did the school use to collect and compile data for student subgroups?

All data collected is disaggregated to highlight specific subgroups. The data is compiles by charting the results of the following assessments: (a) NJASK3-8, (b) PPMCCs, (c) ELA and Math benchmark results, and (d) school report card data, under the guidance and assistance of M&E Associates.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Data is research based and yields consistent results in content validity.

4. What did the data analysis reveal regarding classroom instruction?

Benchmarks placed students on attainable reading and math levels. The data revealed that students showed significant growth in most areas. It also revealed areas that need to be focused on as well as students needing additional interventions.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Data reveals that the professional development has been beneficial in the areas of enhancing teaching instruction and student progress.

6. How does the school identify educationally at-risk students in a timely manner?

Students are benchmarked and monitored intensely through district assessments: SRI, Literacy Collaborative Benchmark, Math Pre and Post Tests. The School Reform Model Literacy Collaborative uses precision in benchmarking and identifying students' reading levels throughout the school year of 2014-2015.

7. How does the school provide effective interventions to educationally at-risk students?

An I&RS team is in place to address the current concerns of students identified as being possibly at risk. Based on information provided by the classroom teacher, parent(s), and assessment results, the team suggests the best possible intervention for that particular student. Interventions used may include Reading Intervention, Reading Recovery, Level Literacy Intervention, Basic Skill Intervention, and the After School Enrichment Program.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers participate in grade-level meetings, principal meetings, and School Leadership Team meetings. The teachers brainstorm and discuss which test yield data that will serve effective in evaluating current students' instructional levels, skills and knowledge base. They also document student's academic achievements.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

The district provides information to parents through open houses, PAC, kindergarten and freshmen orientations. There is strong communication and collaboration with the home, community and school.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts	Mathematics
Describe the priority problem using at least two data sources	We always strive to increase the number of students reaching proficiency on standardized assessments. We would like to have increased performance on district benchmarks and the SRI.	We always strive to increase the number of students reaching proficiency on standardized assessments. We would like to have increased performance on district benchmarks.
Describe the root causes of the problem	Student mobility. Number of students reading on grade level needs to continually increase.	Student Mobility. Number of students performing at or above grade level expectations in math needs to continually increase.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	Language as per district benchmarks	Math as per district benchmark assessments
Name of scientifically research based intervention to address priority problems	Literacy Collaborative	The 5E instructional mathematics model provides a format for lessons that builds on what students already know. The 5E's sequence the learning experience so that learners construct their understanding of a concept across time.
How does the intervention align with the Common Core State Standards?	The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act.	Each phase of the learning sequence can be described using five words that begin with "E", engage, explore, explain, extend, and evaluate, this model is used for all five of the NJCCSS.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Effective use of technology	
Describe the priority problem using at least two data sources	All teachers need to continually increase effective use of technology.	
Describe the root causes of the problem	The quickly changing technology and continued need for ongoing professional development hours focusing on technology	
Subgroups or populations addressed	All teachers administrators	
Related content area missed (i.e., ELA, Mathematics)	Pre-K-8	
Name of scientifically research based intervention to address priority problems	L.O.T.I.	
How does the intervention align with the Common Core State Standards?	Ensures alignment through formal teacher evaluation.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Literacy Collaborative	Teachers Administrators	PARCC results, SRI, District Benchmarks	The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act.
Math	Students with Disabilities	Mathematics 5E Model	Teachers Administrators	PARCC results, District Benchmarks	Each phase of the learning sequence can be described using five words that begin with "E", engage, explore, explain, extend, and evaluate, this model is used for all five of the NJCCSS.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Literacy Collaborative	Teachers Administrators	PARCC results, SRI, District Benchmarks	The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act.
Math	ELLs	Mathematics 5E Model	Teachers Administrators	PARCC results, District Benchmarks	Each phase of the learning sequence can be described using five words that begin with "E", engage, explore, explain, extend, and evaluate, this

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
					model is used for all five of the NJCCSS.
ELA	Economically Disadvantaged	Literacy Collaborative	Teachers Administrators	PARCC results, SRI, District Benchmarks	The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act.
Math	Economically Disadvantaged	Mathematics 5E Model	Teachers Administrators	PARCC results, District Benchmarks	Each phase of the learning sequence can be described using five words that begin with "E", engage, explore, explain, extend, and evaluate, this model is used for all five of the NJCCSS.
ELA	All students	Literacy Collaborative	Teachers Administrators	PARCC results, SRI, District Benchmarks	The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act.
Math	All students	Mathematics 5E Model	Teachers Administrators	PARCC results, District Benchmarks	Each phase of the learning sequence can be described using five words that begin with "E", engage, explore, explain, extend, and evaluate, this model is used for all five of the NJCCSS.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Summer School After School Program	Teachers Administrators	Standardized Test Results, SRI results, Benchmark Assessments, Attendance Rate, Progress monitoring	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.
Math	Students with Disabilities	Summer School After School Program	Teachers Administrators	Standardized Test Results, Benchmark Assessments, Attendance Rate, Progress monitoring	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Summer School After School Program	Teachers Administrators	Standardized Test Results, SRI results, Benchmark Assessments,	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., &

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
*ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;*
				Attendance Rate, Progress monitoring	Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.
Math	ELLs	Summer School After School Program	Teachers Administrators	Standardized Test Results, Benchmark Assessments, Attendance Rate, Progress monitoring	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.
ELA	Economically Disadvantaged	Summer School After School Program	Teachers Administrators	Standardized Test Results, SRI results, Benchmark Assessments, Attendance Rate, Progress monitoring	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.
Math	Economically Disadvantaged	Summer School After School Program	Teachers Administrators	Standardized Test Results, Benchmark Assessments, Attendance Rate, Progress monitoring	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.
ELA	All students	Summer School After School Program	Teachers Administrators	Standardized Test Results, SRI results, Benchmark Assessments, Attendance Rate, Progress monitoring	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.
Math	All students	Summer School After School Program	Teachers Administrators	Standardized Test Results, Benchmark Assessments, Attendance Rate, Progress monitoring	Beckett, M., Borman G., Capizzano, J., Parsley, D., Ross, S., Schirn, A., & Taylor, J. (2009). Structuring Out-of-School Time to Improve Academic Achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the regular school day.

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Literacy Collaborative Ongoing Training	Central Administration Principal Literacy Coaches	Implementation of the literacy framework. Lesson Plans Principal observations	The purpose of ongoing literacy training is to revisit specific elements of the language and literacy framework in more detail, thus deepening the understanding of theory and practice and providing new thinking as the model is refined. The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act
Math	Students with Disabilities	Mathematics Coaching	Central Administration Principal Math Coach	Coaching sessions and the implementation of the 5E Mathematics Model Lesson Plans Principal observations	On-site professional development is the best way to provide support to teacher growth because professional conversations can take place formally and informally. Research reports from institutions such as the National Research Center support the effectiveness of the 5E model.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Literacy Collaborative Ongoing Training	Central Administration Principal Literacy Coaches	Implementation of the literacy framework. Lesson Plans Principal observations	The purpose of ongoing literacy training is to revisit specific elements of the language and literacy framework in more detail, thus deepening the understanding of theory and practice and providing new thinking as the model is refined. The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act
Math	ELLs	Mathematics Coaching	Central Administration Principal	Coaching sessions and the implementation of the 5E Mathematics Model	On-site professional development is the best way to provide support to teacher growth because professional conversations can take

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Math Coach	Lesson Plans Principal observations	place formally and informally. Research reports from institutions such as the National Research Center support the effectiveness of the 5E model.
ELA	Economically Disadvantaged	Literacy Collaborative Ongoing Training	Central Administration Principal Literacy Coaches	Implementation of the literacy framework. Lesson Plans Principal observations	The purpose of ongoing literacy training is to revisit specific elements of the language and literacy framework in more detail, thus deepening the understanding of theory and practice and providing new thinking as the model is refined. The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act
Math	Economically Disadvantaged	Mathematics Coaching	Central Administration Principal Math Coach	Coaching sessions and the implementation of the 5E Mathematics Model Lesson Plans	On-site professional development is the best way to provide support to teacher growth because professional conversations can take place formally and informally.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Principal observations	Research reports from institutions such as the National Research Center support the effectiveness of the 5E model.
ELA	All students	Literacy Collaborative Ongoing Training	Central Administration Principal Literacy Coaches	Implementation of the literacy framework. Lesson Plans Principal observations	The purpose of ongoing literacy training is to revisit specific elements of the language and literacy framework in more detail, thus deepening the understanding of theory and practice and providing new thinking as the model is refined. The Literacy Collaborative language and literacy framework has been aligned with NJCCSS. The model used addresses the essential components of reading instruction as described in the No Child Left Behind Act
Math	All students	Mathematics Coaching	Central Administration Principal Math Coach	Coaching sessions and the implementation of the 5E Mathematics Model Lesson Plans Principal observations	On-site professional development is the best way to provide support to teacher growth because professional conversations can take place formally and informally. Research reports from institutions

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					such as the National Research Center support the effectiveness of the 5E model.

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The review is internally conducted by administration and the school based leadership team. An external review may also be conducted by M&E Associates.

2. What barriers or challenges does the school anticipate during the implementation process?

We are anticipating some challenges with instructional space as well as the possible implementation of new programs. There may be additional challenges with interpreting PARCC test data.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

We will obtain the necessary buy-in by maintaining constant communication and collaborate with all stake holders to encourage buy-in in and joint decision making.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The measurement tool that we use to gauge the perception of the staff is from M&E Associates.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The measurement tool that we use to gauge the perception of the staff is from M&E Associates.

6. How will the school structure interventions?

The interventions were structured in varied ways such as: conferencing with students individually, in class support; pull outs according to students' needs, as well as differentiated instruction. They were also structured using Gradual Release of Responsibility model, 5E Model and Literacy Collaborative framework.

7. How frequently will students receive instructional interventions?

Students received interventions on a daily basis during the regular school day and after school program.

8. What resources/technologies will the school use to support the schoolwide program?

The technologies utilized were: Laptops, Ladibug, Chrome Books, Response System (clickers), Mimio, Teen Biz and online resources such as PARCC Tutorials, Compass and Fast Math.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The quantitative data that will measure the effectiveness of intervention provided will include: school-based ELA assessments, Math benchmarks and PARCC results.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The results of the school-wide program will be disseminated to all stakeholder groups through: staff meetings, grade level meetings, PAC meetings and Back to School Night.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal Teachers	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests that students tend to perform better in school when their parents are actively engaged in school related activities.
Math	Students with Disabilities	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal Teachers	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests that students tend to perform better in school when their parents are actively engaged in school related activities.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Teachers		that students tend to perform better in school when their parents are actively engaged in school related activities.
Math	ELLs	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal Teachers	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests that students tend to perform better in school when their parents are actively engaged in school related activities.
ELA	Economically Disadvantaged	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal Teachers	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests that students tend to perform better in school when their parents are actively engaged in school related activities.
Math	Economically Disadvantaged	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal Teachers	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests that students tend to perform better in school when their parents are actively engaged in school related activities.
ELA	All students	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal Teachers	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests that students tend to perform

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					better in school when their parents are actively engaged in school related activities.
Math	All students	PAC, Back to School Night, Parent Teacher Conferences	PAC President Principal Teachers	Attendance Sheets	A New Wave of Evidence, a report from Southwest Educational Development Laboratory suggests that students tend to perform better in school when their parents are actively engaged in school related activities.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The school's family and community are made aware of the school's priority problems through Parent Association Committee and the schools' report card from the state. Parents are supportive and are provided with materials that target areas that need improvement. All stakeholders work together toward the success of our shared vision.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents meet regularly to discuss and provide input in the parent involvement policy. We conduct a survey seeking parental input and invite parents to attend monthly PAC meetings.

3. How will the school distribute its written parent involvement policy?

The Policy is distributed at Parent Advisory meetings, school's web page and sent home with students.

4. How will the school engage parents in the development of the school-parent compact?

PAC participated in a survey on students' needs. PAC has focus groups that are interviewed for school needs. The teachers discuss the impact and importance of the compact with parents at Open House and PTC's.

5. How will the school ensure that parents receive and review the school-parent compact?

The compact is given out at Parent Involvement Council Meetings and sent home with students.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

Student Achievement data is reported to the public through the newspaper, board meetings, report cards, and progress reports. The

school will share student achievement data with families and community during Open House, parent teacher conferences and PAC

meetings.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

The parents are notified via Board meetings, the district newsletter and the district website.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The school report card is sent home along with report cards and progress reports.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parent survey results are used in the development of the Schoolwide Plan. Parent / Community representatives participate in the

development of the school wide plan.

10. How will the school inform families about the academic achievement of their child/children?

Parents are informed through parent –teacher conferences, Interim reports, report cards, as well as marking period awards assemblies.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? N/A

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
District postings, job fairs, HQ requirements, application, certification, documentation interviews	**Human Resource Department Principal**